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ABSTRACT

The effects of social change on libraries nationally are presented in order to provide a framework for the Indiana-oriented study of library futures. The two major postwar social changes that have most directly affected libraries are: (1) population changes in growth, distribution and quality; and (2) increased investment in scientific research and development. Four postwar developments in communications have had major effects on libraries: (1) the creation and widespread distribution of paperbound books, (2) the growth of newsmagazines as the dominant printed news medium, (3) the rise of television, and (4) the development of new technology in information storage, retrieval and dissemination. Two important ways in which libraries will be able to meet the challenges of the future are by the use of computers to automate the library's acquisitions, cataloging, circulation, inventory and statistical work and by going out, both psychologically and physically into the community which is to be served and learning to operate in terms meaningful to those they are trying to reach. It is the librarian's responsibility to use the new technology whenever it is useful, to raise and broaden professional standards, to develop broad and imaginative patterns of national cooperation, and to express a keen and pervasive sense of the library's enlarged social commitment. (NH)

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Peter Hiatt
Director and General Editor

RESPONSE TO CHANGE: AMERICAN LIBRARIES IN THE SEVENTIES

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Foreword

In 1967, the President's National Advisory Commission on Libraries commissioned, as one of a group of studies in support of its work, a report on Social Change and the Library, 1945-1980. This report was prepared under a subcontract to the National Book Committee and contained a long essay written by Dan Lacy, Senior Vice President of the McGraw-Hill Book Company, and an interpretation of an experience and opinion survey of library leaders throughout the country by Virginia H. Mathews of the National Book Committee staff, plus a bibliography.

A year later, when the Indiana Library Studies asked Virginia Mathews, assisted by Mr. Lacy, to write a paper on social change and its effects on libraries nationally as a framework to the Indiana-oriented study of library futures, it was obvious that this effort must draw heavily on the statistics, ideas, and opinions expressed in the earlier paper. Direct quotations, unless otherwise indicated, are from the final report to the National Advisory Commission on Libraries, submitted in December, 1967. Thanks for the use of the paper and the survey facts as a base, including numerous paraphrases and summarizations of material, must be extended to the R. R. Bowker Company, who will publish, later this year, the full report of the Commission's work, including extensive parts of its supporting studies, under the title Libraries at Large.

Virginia H. Mathews
Dan Lacy

January, 1969

RESPONSE TO CHANGE: American Libraries in the Seventies

One of the most interesting but often unsettling aspects of social change is the transformation it brings about in the meaning of words and in the common understanding of the ideas or things that the words symbolize. In the midpart of this century the meaning of the word library, as well as the variety of agencies it refers to, has undergone an almost complete transformation. The new and greatly broadened interpretation of what a library is and what its role in the society should be has been mandated largely by changes in the society itself and in the requirements of its people.

Until quite recently libraries were widely thought of almost entirely in terms of their historic repository purpose. They were there, accessible to most of those who really cared to use them: the educated elite, the cultivated few who took pride in sponsoring a community nicety. Within a few short years libraries have been recognized by Federal, state, and local government, by big business, by taxpaying parents and astronauts alike, as serious, seminal agencies supported like education as a whole by an everchanging mix of public and private funds, and central to the social, economic, technological, and cultural life of a democratic society.

But recognition of the library's greater range of responsibilities by the library profession and by a comparative handful of civic leaders has hardly yet begun to produce the public support required to carry them out. To effect this, specifically in the present instance to enable the libraries of Indiana to serve all the people of Indiana as they must be

served in the decades ahead, we will try to summarize the change factors and the accommodations to them that have already thrust libraries into the center of social and economic development, and to assess how they must prepare themselves to respond to and even anticipate the challenges the Seventies will bring.

Two Major Factors in Postwar Change

Thus far, population changes, in growth, distribution, and quality, and the radically increased and purposeful investment in scientific research and development are probably the two major forces setting in motion, in the postwar years, the spate of social changes that have most directly affected libraries. Library response to the daily pressures brought to bear by the interaction of these two factors has been, for the most part, in terms of trying to "stem the tide" of both people and materials, and of trying to service and manage both with a series of expedients in service and personnel.

Population: Growth

Population changes after World War II were of several kinds, the most immediately overwhelming of which was sheer growth in the birth rate. From an average annual number of births in the United States of 3,000,000 in the 1920's, the figure declined to 2,500,000 during the Depression of the 30's. Even by 1945, with families divided and marriages postponed by war, there were still only 2,858,000 births in the United States.

In 1946 and 1947, with the return of men from the war, the figures jumped dramatically to 3,426,000 and 3,834,000 births, respectively. A

year-by-year increase reached a peak of 4,268,000 in 1961 and tapered off during the next five years to reach a figure of 3,629,000 in 1966. This massive wave of births, coupled with a declining death rate, resulted in the enormous postwar population explosion, the effects of which are only now being fully realized by most people in personal terms of overcrowding, inconvenience, and frustration.

The estimated population for 1945 was 140,468,000; by 1950 we were a nation of 151,300,000; and by the end of the 1950's, of 179,300,000, for a rise of 18.5 percent. During 1967 we passed the 200,000,000 mark, for a total postwar increase of over 40 percent.

This increase has been, until now, almost entirely an increase of persons under 21. The number of persons under 20 has increased 66.3 percent. There have been actual declines in some segments of the population. For example, there are at present fewer people in the 30-35 bracket than at any time since the early 1930's.

Population: Redistribution

The effect of the mismatched and imbalanced generations was augmented by the erratic geographic redistribution of the larger population: from rural and small town areas to urban areas, from central cities to suburbs, from the South and Middle West to Florida, California, and the Southwest. One out of five American families moved every year, and a large percentage, cutting across class and economic lines, several times in each decade.

The most devastating social aspect of the mass migration has been

the flight of hundreds of thousands of unskilled, illiterate agricultural laborers, mostly Negro, Puerto Rican, or Mexican, from the farms where mechanization had destroyed their jobs to the ghettos of large, primarily northeastern, midwestern, and West Coast cities. This has been, in fact, a vast refugee movement, perhaps the largest in history. The largely nonwhite influx into the central cities, coupled with the outmigration from cities of the more prosperous and primarily white families, has produced a revolutionary change in the character of all major cities. It has redefined the clientele of all their services (including, of course, library services). It has greatly increased the need for specialized kinds of hard-to-deliver services for which, in many cases, an appetite has first to be stimulated. Library services have been no exception. And it has greatly reduced or limited the financial resources to support either the stimulation or the supply process.

The Human Reality Behind the Facts

Dan Lacy has summed up eloquently, in his previously written essay, what he calls the "human reality" represented by this particular set of population factors. It is this human reality that lies behind our divided society, the desperation of riots, and the fearful, touchy malaise of the whole population.

> The bare statistics convey little of the human reality represented by these vast movements of population. One needs to envision rather the generation of immediate postwar children, whose arrival at every stage of their growth, though known for years ahead, seemed always to catch society unprepared---the double shifts of schools, the inadequate buildings, the jammed

libraries, the desperate scramble to get into inadequately enlarged colleges, the adult amazement at the mass, even the existence, of a teen-age generation. The reality lay, too in the dying areas of marginal hill farms and mountain coal-mining towns, where long unemployment and deadening poverty left the remaining population in a bleared and empty aimlessness, drifting confused and untrained into an unfamiliar time. It lay in the newly bulldozed acres of glistening suburbs in which tens of thousands of young families reared their children in brigades of uniform age, but in rootless communities where all institutions had to be created anew. As the children were brigaded in the grandfatherless suburbs, so were the elderly brigaded in the childless retirement communities, dislodged at an age of slow adjustment from all that was familiar, confronting in affluent loneliness the emptiness of a rootless community of another kind. Perhaps most poignantly of all, the reality existed in the stark despair of the millions made useless on the farms and in the mines; driven in blind hordes to cold and indifferent cities; there set apart by race and by peasant ignorance of city ways and city jobs; herded into festering and ill-served ghettos; reduced to anarchy by the shattering of the network of personal, family, church, and occupational ties that had shaped their rural lives; plagued with unemployment, poverty, and the frustrated search for some door opening out into a hopeful future.[1]

Direct Affects on Libraries

All of these millions needed new institutions to serve them: new in location; new in plant, resources, and staff; and often radically new in orientation and purpose. For those who were able and willing to look beyond the "crisis" needs of the poor, beyond adequate food, shelter, and health care, it became more and more evident that education and jobs were the needed long-range ingredients for improvement, and both depended on basic literacy and the confidence that reading mastery brings. Libraries that could offer word and concept training to Head Start preschoolers, how-to-do-it aides to mothers, and motivation and reading-

[1] Quotations, unless otherwise indicated, are from the final report to the National Advisory Commission on Libraries, Social Change and the Library, 1945-1980. (See Foreword)

skills-practice help to young people began to be seen as related to the "gut" issues communities faced. As one librarian puts it: "The war on poverty has been a tremendous opportunity for the library to become involved in cooperative efforts of many community agencies and to understand the interrelationships of people, institutions, and political realities." But only a relatively small beginning has been made by a few libraries.

The Growth of Knowledge: An Enormous Return on Investment

Since in general terms the library's overriding function is to bring people and ideas and knowledge together, the exponential growth in the body of knowledge in the postwar years has shared importance with population changes in thrusting libraries into the center of social change.

Additions to recorded knowledge were generally haphazard prior to the twentieth century, the product of individual curiosity and discovery rather than the systematic, well-supported efforts of governments and industry. To quote from the final report again:

> World War II changed this pattern in a revolutionary way. The demonstrated results of applying massive research and development funds to the achievement of predetermined objectives were overwhelming and reached their dramatic climax with the explosion of the atomic bomb. Paced by Government programs in the fields of defense and space exploration, the society as a whole devoted enormous sums in the postwar decades to scientific research and technical development. Fifteen billions of dollars was an average annual investment for these purposes. This was more than the entire gross national product of all but a few nations and more than that of the United States itself but a few decades ago. For the first time in the history of the world a nation deliberately mobilized all of its relevant resources to achieve radical and comprehensive technological innovation as rapidly as possible.

Consequence: A Flood of Recorded Information

One consequence was an enormous and rapid increase in the amount of recorded information produced, especially in the fields of the physical and biological sciences, engineering, and medicine. The number of books published in these fields increased from 1,576 in 1940 to 4,933 in 1965; the number of journals rose proportionately. Even more of a problem in documentation was presented by the countless thousands of unpublished research reports in which many advances in science were recorded. The flood of new material that must be dealt with by any scholarly or technical library was revolutionary in its volume and complexity. Furthermore, wholly new levels of library resources had to be provided in universities, in government agencies, and in major corporations to sustain this research; highly focused libraries, providing intense and immediate coverage of specific areas of advancing knowledge.

Applied Knowledge Transforms the Economy

But there were other, and in the long run even more important, consequences for libraries deriving from this massive research and development effort. One was the immediate impact on the economy. Decades or generations might elapse in earlier centuries before the average man experienced in his daily life the consequences of a new scientific discovery. Copernicus and Galileo and Newton and Lavoisier and Darwin and Maxwell might discover as they would, yet the peasants and the artisans of the world went about their work in the age-old ways. But most of the billions of dollars spent in this area in every recent year has gone not into the inherently inexpensive endeavors of pure scientific research but into development--into the immediate application of the results of research to practical economic life. A new chemical with special properties is scarcely discovered before it is widely marketed as a herbicide, displacing thousands of agricultural laborers from their tasks of chopping weeds. The principles of a digital computer are devised, and within a decade hundreds of thousands of men and women are at work making, servicing, programming, and using these marvels.

In contrast to earlier days, when only a very small proportion of the population need be familiar with advanced scientific knowledge or its technological implications, now millions, even tens of millions, of men and women have to master in varying degrees aspects of the new knowledge. One result has been the necessity of extending post-high-school training to half or more of the youths of the country. More than five times as high a proportion of young people now receive college training as did before World War II. The proportion receiving postgraduate and professional training has increased even more dramatically.

Constant Retraining Required

A second result is that the corpus of knowledge that most men employ in their daily work is based on the changing technology and hence itself changes rapidly, requiring the frequent, indeed nearly continuous, retraining of professional, technical, and managerial personnel, taking place on the job, through professional journals and books, in formal training programs, and through postgraduate courses.

Widening Gap: Those with Knowledge, Those Without

As another consequence of scientific development the domination of the daily lives and occupations of the general public by the advanced technology has excluded from full participation in society those who do not share the technology. The untrained face dwindling job opportunities, increasing poverty in the midst of affluence, impotence in a world of enormous power. Their geographic displacement into large cities where they are disoriented and even more helpless has already been described. The enormous Federal expenditures undertaken to accelerate scientific and technical progress and to disseminate and apply the advanced technology have had the unintended result of stripping of their usefulness and place in society the millions who do not share in the command of this new technology. The more advanced our knowledge, and the wider the circle of those who participate in it, the more hopelessly frustrating is the lot of those who do not.

Impact of Educational Change on Libraries

Population changes and knowledge growth, through their increasing impact on the patterns of education and on occupational, political, and social organization, have also indirectly affected libraries.

For some time now, U. S. schools have been experiencing a steady growth in enrollments. Total enrollments at all levels increased 40 percent in each of the decades 1945-1955 and 1955-1965. Since students are by far their most intensive users, these increases imposed huge additional workloads on libraries. Increases were not, of course, equally distributed but followed the population migration patterns. Enrollment

increases were extremely large in states with heavy inmigrations; they were small or nonexistent in those states which had lost population. White middle-class enrollments soared in the suburbs and dropped in the central cities, where Negro and Puerto Rican enrollments rose in nearly equal numbers.

Enrollment increases were very large in elementary schools beginning in the early to mid-1950's, and in high schools by the end of that decade. In the elementary schools this increase was almost entirely due to the dramatic postwar increase in the birth rate, since almost all children of appropriate age had been attending elementary school even in the prewar years. Increased attendance rates, however, joined with population growth in driving up high school enrollment, and this combined effect was especially dramatic at the college level.

Pressures on Higher Education

In prewar years only about one youth in fourteen attended college; by the mid-1960's this figure had risen to almost one in three. When this greatly increased attendance factor was applied to the wave of postwar children who began to reach college in the early to mid-1960's, the result was explosive. Elementary school enrollments are now up about 60 percent over 1940; high school enrollments are up about 87 percent. College enrollments are from six to seven times as great as before the war. Even greater is the relative increase in enrollments in postgraduate and professional schools; 18,239 Ph.D. degrees were awarded in 1966, for example, as compared with 3,290 in 1940.

Most of the increase in college enrollment was absorbed in new or greatly transformed institutions. Student pressure for higher education had, by 1967, begun to transform higher education itself. Between 1945 and 1967 some 315 new junior or community colleges and 278 new degree-granting institutions had been created.

In addition, hundreds of small colleges known primarily as teacher-training institutions for their immediate regions, and extension units formerly providing only limited introductory courses, became liberal arts colleges or even, in some cases, universities with a broad range of graduate offerings. The great majority of these institutions undertook their new programs and their influx of students with library facilities extremely inadequate to their new responsibilities. Since a large proportion of these new colleges are in urban areas and have been planned for commuting students, living and doing their studying at home, thousands of students have been thrown on the resources of their community public libraries, which have not been designed to sustain any such burden of use.

Curriculum Revision at All Levels

Meanwhile, substantive changes in curriculum all along the educational continuum followed studies, by Dr. Conant and others, of the "soft spots" in American education. The shock to the national pride of Soviet successes in space and other scientific fields provoked the first of a new series of acts to provide Federal aid to education, the National Defense Education Act, in 1958. Education became more demanding from elementary school through

graduate school. Emphasis on the desirability of the multimedia approach to teaching and learning highlighted the inadequacy of the old "classroom collections" which, in the majority of school districts, had been supplied to elementary classrooms by public libraries in lieu of proper school libraries.

Hundreds of thousands of children were found to have serious reading difficulties in spite of years of conventional instruction in reading skills. This increasingly serious problem aroused a demand on the part of concerned parents and educators for more adequate school libraries that could challenge a child's interest by letting him choose books whose subject matter and degree of difficulty fitted his personal needs. This demand affected the children's services of public libraries as well.

In the colleges and universities, the massive and systematic support for scientific and technical research and the global extension of American interests were reflected in new departments, area studies, less-familiar language offerings, and new sciences and combinations of sciences, all with an often tardy regard for the ability of the institution's libraries to support these offerings. At the same time, heavy demands began to come from high school students who, struggling in many cases with what had formerly been college-level courses, found the college library's hours and collections more useful than those of their own high school library. An additional strain was felt by college libraries attempting to provide almost remedial service to entering freshmen with inadequate reading backgrounds and an almost total ignorance of library use for study.

Adult Education and Occupational Patterns

Finally, in the decade just past, the belief in meaningful adult continuing education, ardently promoted by a few true believers over the years as a civilized necessity, began to have a sharper focus and more practical implications. Job obsolescence became all too real a threat, not only for the semiskilled and semiliterate worker, but for the technician and the professional man as well. The library, in the community, on campus, in plant or laboratory, began to emerge as a resource, whether as adjunct to formal courses or not, for the continuing self-education a changing technology required.

Sweeping changes in occupational patterns have also tended to reinforce strongly the greater importance and central role of library resources and services. Most of these changes have already been mentioned: skill obsolescence, the necessity of maintaining skills general enough to permit occupational mobility, decrease in employment available to semiliterate and illiterate workers, the great increase in jobs requiring upgrading and technical retraining. Also, there are the needs of the greater number of women now working at significant jobs, and in need of retraining and updating or redirecting before reentry into employment after a time out for family rearing; and there are the daily needs for information by personnel at scattered research and development sites throughout the country. Related, too, are the shorter working hours spent in gainful employment during one's working life and the earlier retirement patterns producing leisure or a second career for which library resources are needed.

Social and Economic Reorganization

The growing complexity of our society's economic organization is yet another consequence of bigness and elaboration. In the study for the National Advisory Commission, a quotation from Dan Lacy's book, Freedom and Communications, was used to describe the intricate interrelationship of a highly organized society with all communications resources:

> The enormous sources of power made available to us can be used only by a society with an extremely high degree of specialization of economic functions; it can only work with, as it were, a highly "orchestrated" performance. Anarchy and disorganization society cannot tolerate; the population has grown too large in relation to the resource base to be sustained except by continuous and well-organized activity....
>
> It is obvious that for each person to perform usefully in so highly organized yet so fluid a society, he must receive a constant flow of information that will enable him to adapt his behavior to the changing requirements. In large part, this information consists of orders and instructions, like those to a locomotive engineer telling him at what hour and minute he is to report to what terminal to take what train where. But even within large corporations, specific instructions have become less and less adequate to bring the activity of employees into the necessary pattern. Certainly they will be far less adequate in the future, as more and more jobs capable of being governed by fixed instructions will be taken over by machines. Increasingly the necessary coordination will be obtained by preparing the employee with sufficient training so that he has a high level of insight into the purposes of his work and will independently make the desired decisions when confronted with unforeseeable circumstances. This method of achieving social adaptation is most complete, of course, in respect to the self-employed professional like the doctor or lawyer. He receives no "orders," yet his long professional training, the careful implantation of professional ethics, and the steady flow through professional journals and meetings of new information means that members of the profession, confronted with a given situation--a contract to be drawn or an appendix to be removed--will respond to it in a more or less uniform way and will discharge effectively the social role required of them. More and more, it is by similar means that the more responsible employee within a large corporation fits his work to the corporation's needs.

> This method of achieving social coordination is far more expensive of communication, and of communication of a higher order, than achieving coordination by instruction from above. It means that each participant in the common endeavor must understand the whole endeavor and be kept currently informed of the entire changing situation so that he can continuously make his own proper adaptation to it. And he must understand the purposes of the general enterprise and share its values to a degree that will impel him to make that adaptation. These needs will exist whether the enterprise that must be organized is a small business firm or the entire society. Such very large enterprises as our major corporations or the armed services have undertaken elaborate internal programs of training, indoctrination, and current information in order to achieve the higher level of coordination now required. In a precisely similar way, society itself, to sustain its extremely complex present organization, needs and largely has achieved a massive flow of information whose principal purpose is to enable individuals to fit themselves meaningfully to society's needs and to achieve a sharing of values that will give them a common motivation.[2]

Emergence of the Communications-Centered Culture

Another in the whole cluster of consequences of American power is that our Government has the capacity, to a degree unknown before, to change the entire course of history. Human decisions, largely the decisions of American leaders in business, medicine, science, as well as Government, are being made that may decide the future of all humans on earth. At a time when the decisions of our leaders are so fateful for ourselves and for others, public opinion has a greater influence than ever before on the thinking and actions of our political leadership. Quickly mobilized by exposure to television and other mass media, public opinion defines, sometimes narrowly, the acceptable scope of

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[2]Dan Lacy, Freedom and Communications, 2nd ed. (Urbana, University of Illinois Press, 1961, 1965), pp. 18-20.

official actions. Yet that public opinion is often shallow and uninformed, is almost inevitably formed second-hand, since first-hand experience of many of our problems, political or otherwise, is not possible for most citizens. Hence the unique importance today of media through which we gain our views of public problems.

Obviously all channels of communication in wide variety are needed to keep this complex, highly integrated, and powerful society going. Among them, libraries have a special role as the only medium giving its user a wide freedom of personal choice and an opportunity to inform himself in depth by the use of a wide variety of materials.

The social changes briefly described above have, in their totality, made us a communications-centered culture; the massive and instant communications system that has been developed in response may itself, in time, become the greatest force for change of all.

Special Implications for Libraries

Four postwar developments in communications have had major effects on libraries:

1. The creation and widespread distribution of paperbound books.
2. The tremendous growth of the newsmagazines and their replacement of the newspaper as the dominant printed news medium.
3. The rise of television to the point where it pervades every aspect of American life with its values and images.

4. The development of the new technology in information storage, retrieval, and dissemination.

Paperback Books

Many libraries have made some use of paperbacks; a few have made significant use, especially as part of neighborhood outreach programs in disadvantaged neighborhoods. However, the real significance to libraries has been the growing commercial availability of paperbacks, providing an alternative means of access to books, and thus relieving libraries of the need to stock and service large collections of popular fiction, mysteries, Westerns, and the like, and of the need to provide materials for supplemental reading assignments for college and high school courses. The recreational reading needs of a highly mobile public can be met conveniently at the newsstand, in the drugstore, at the airport or bus station. About 8,000 titles are issued in paperback each year, and close to 50,000 are in print. Most of the world's great literature is now available in inexpensive editions, as are historical, philosophical, and scientific works. The college library, as well as the public library, has been freed from money-, time-, and staff-consuming activities as students have bought at the college bookstore the variety of paperbound books that are now an important part of their learning resources.

Newsmagazines and TV

The impact on our society of the blanket coverage of the newsmagazines and TV has been mixed. Millions of Americans can feel an

immediate involvement in history being made, whether the event is the latest space exploration or a street riot, and can be at least superficially informed in areas about which previous generations were in almost total ignorance. Political leaders and events can be seen at first hand. The more inquiring who scan the newsmagazines or watch the TV screen may be stimulated to dig more deeply, to extend their knowledge. Recourse to libraries, with their range of viewpoints, follows. But no doubt the vast majority take at face value, and as fully sufficient, the highly stylized and capsulized reportage. Further, all the impressions and views coming through the mass media sources emanate from a very few, relatively similar national and international sources. It is a matter of record that French student leaders, watching Mark Rudd and other student activists during the riots at Columbia University in 1968, were inspired quite specifically to launch their own riot in Paris, a riot which led to a general strike and very nearly toppled the French Government.

There are now one or more television sets in over 95 percent of all American homes. A major proportion of all programming comes through these sets from the three networks, which are virtually indistinguishable in character. TV, even more than the newsmagazines, creates a single and nearly uniform image of the world for us, and now with satellite transmission, for all the world. Television is compelling; to how frightening and consequential a degree, we have learned well in recent years.

To date, the major direct effect of TV on libraries has been, like

the effect of paperbacks, to diminish the recreational importance of the library, and thus to emphasize its function as a center for information and serious exploration. Television has created an awareness and concern for events and situations that are beyond the daily purview of countless individuals. For example, we have seen television have a powerful and no doubt lasting impact on voting habits and election procedures.

Yet the long-range effects of television on our society have hardly begun to be felt. It has become the most important of the mass media, communicating with a vividness and immediacy far greater than that of radio or the mass press, and carrying to new extremes the propensity of these media to link enormous audiences to a single speaker. More than ever, the mass media require a strong countervailing force, a medium oriented to the single individual, which spreads before him choices, alternatives, and opportunities for dissent.

The Library as Countervailing Force

The library, all libraries, are almost alone among the agencies of our society in dealing with the consumer of information as an individual and with the communicators as a collection, rather than the other way around. As such, libraries can be seen as strongholds of individualism and nonconformity, as well as the needed antidote and complement to the ever-more-powerful mass media. It becomes increasingly important that the library be available to offer diversity to the lone inquirer, or in the words of the final report, "to the small but leavening number who will seek to shape a more valid image of the realities we must encounter,

the writers, the speakers, the leaders who will guide the nation's response. And with every further and inevitable strengthening of the mass media, this will be yet more necessary." Ideally the library will be able to develop the capability to seek out and stir up a growing number of such inquirers.

Communications Technology: Its Use by Libraries

A final significant change in the communications field that has had tremendous and direct implications for libraries is the development of sophisticated technologies for storing, retrieving, and reproducing documents and the information they contain. Microreproduction consoles in home, office, or laboratory, which may be connected with central collections that can be dialed by a user, and interconnections among libraries may in time be developed to a point that can give a would-be seeker-after-knowledge instant access to multiple resources.

It should be noted that many of the most knowledgeable people in the field of communications technology believe that the computer is most unlikely to replace the traditional library, but that it will nevertheless affect and facilitate the library's functions in many important ways. Dan Lacy's opinion, expressed in the National Advisory Commission report, is that the most widely discussed potential impact--the use of computers for retrieval--will probably be the least significant and the least likely to occur on a large scale. The following facts are cited as reasons:

1. The majority of users of most libraries are not seeking specific information or specific short passages but rather the opportunity to read a text at leisure and without special equipment. This would mean that most of the holdings of most libraries would need to be retained in conventional form, capable of being removed and read elsewhere, and that the cost of transforming the collections into newer formats would be in addition to, rather than instead of, other costs.

2. Any system that makes a collection of documents unavailable for visual inspection greatly increases the task of subject analysis, indexing and bibliographic control necessary for its effective use. Since the cost of such controls, even at their simplest, is normally the principal cost of administering a collection, any further increase is likely to far more than offset any possible savings in costs through reduction to a more easily stored form.

3. The principal benefit that the typical user wants from an information retrieval system is not the assurance that it has identified and included everything that may relate to his interests, but the certainty that it has excluded all documents except those germane to his purpose. Its undiscriminating thoroughness assures that the computer will

dredge up much that is only superficially or nominally relevant, even when the search is narrowed by the maximum practical number of descriptors. It is characteristic of computer-based information retrieval systems that they tend to overwhelm the inquirer with unusable masses of repetitious citations or data.

To date, such systems have been applied to very limited bodies of documents (rarely more than 100,000 and usually fewer) of relatively homogeneous content that are available to a small class of users, all of whom are experienced in the techniques of computer search. If such systems were to be developed in order to embrace documents numbered in the tens or hundreds of millions, rather than tens of thousands, covering an infinite range of subjects, and used by an unlimited body of inquirers seeking unpredictable combinations of information in unpredictable ways, the problems would almost certainly become vastly larger.

But one important way in which computer technology is already aiding libraries, and will continue to do so in the future, is in the conduct of business. Systems that will enable the library's acquisitions, cataloging, circulation, inventory, and statistical work to be automated will effect important improvements in efficiency; and compatible systems will make possible truly centralized processing and bibliographic control.

As facsimile transmission becomes cheaper, it may replace inter-library loans and make rare holdings more widely available.

Vastly increased research capability should be another result, and perhaps the most important consequence for libraries of the new information technology is that its use makes possible the organization and administration by government and industry of programs previously considered impossible because of their complexity.

In a number of ways the computer seems likely to reinforce the effect of the mass media in reducing individuals to an anonymous and uniform relation to a central source of authority and information. One digit among the tens of millions gazing at an identical scene on millions of TV screens, one nameless code number in the impersonal electronic memory of a computer, where are ominously gathered all the recordable data of one's existence: it is visions of this sort of trapped depersonalization that create much of the malaise of our time. The institutions, whether they be libraries or wilderness parks, to which one can go alone to draw from a varied and boundless environment that which he needs for the restoration of his individual being will occupy a uniquely important place in our common lives.

The Rate of Change Increases

The changes we have been discussing have currently achieved an even sharper definition. We can see more clearly than ever the need to reconceive the function of libraries, schools, and other social agencies in relation to the millions barred from effective integration into our

technological society by ignorance, poverty, and racial prejudice. We now realize that we cannot hope merely to "integrate" twenty million black and additional minority-group people into what remains a basically white society. We have come to see that we must aim for a multiethnic, multicultural society, a partnership between black and white to which each partner is expected to bring something of value and uniqueness. Thus we are now seeing the reasons behind the insistence, even of some of the most responsible black leaders, upon developing black power, a degree of separateness, and a sense of black pride and worth. There can be no real partnership between parties if one of them feels innately unequal, and knows that he is thought to be by the other.

We have always had an unskilled subliterate community, largely (though by no means entirely) black, living in poverty and social isolation. They have until recently been less visible to our eyes and consciences because they lived as migrant agricultural workers, as the charge of no one community, as dwellers in remote mountain coves, as workers on farms and plantations, as residents of Mexican communes in the far Southwest or of remote Indian reservations. They were not only invisible but useful. Society was quite prepared to accept the continued existence of a subliterate class made willing by poverty and the lack of other opportunity to do the dreary and ill-paid work of society. If the Negro and Appalachian schools of the South were hideously inadequate travesties, if the children of the poor left school semiliterate, if there were no libraries in the long stretches of rural poverty and none for blacks in the cities, few thought it a special problem.

Schools and Libraries: A Total Transformation Called For

The schools and libraries expressed the culture and standards and served the needs of established white middle-class society. In the North, at least, their doors were opened to the Negro or immigrant child driven by ambition and enabled by unusual ability to leave his own culture and master the ways of an alien group. They were a ladder to the middle class, which a few could climb. It occurred to very few educational or political leaders that it was necessary or even possible, or for that matter desirable, to go beyond this function and undertake to transform the subliterate class itself.

Now we have realized that it is nothing less than this vast undertaking that lies before us. Finally it has become clear to a significant number of people that the problems of poverty and race are not alone the problems of the white middle-class. Advancing technology has all but eliminated the need for subliterate laborers, and they have become an encumbrance on our consciences and on the relief roles of cities and suburbs alike. The concept of the white and affluent deciding whether or not to "help" the "less fortunate" has gone forever. We are being forced to help ourselves to form a new society, or be swamped in the ruins of the old one. Libraries and schools can no longer remain the staunch and aloof embodiments of trained middle-class culture, expressing only its values and serving only its purposes. If they are to meet the crucial need, these institutions must go out, psychologically as well as physically, into the community that is to be served and learn to operate in terms meaningful to those they are trying to reach.

The frustrations of the past two or three years have thrown a glaring and depressing light on the enormity of this task. The failure of the past three years' billion-dollar-a-year expenditures on education to activate the quantum changes hoped for, or to produce a significant, measurable improvement in the educational experience of the children of poverty, black and white, whom it sought to reach, has shown that money alone can accomplish little or nothing without a radical transformation in attitudes, techniques, and approaches.[3] The black community has become increasingly and understandably skeptical that any such transformation can take place in institutions under white middle- and upper-class control, and has demanded black power over the institutions that serve black children. Libraries urgently need to learn from the turmoil these pressures have produced in urban schools.

Emphasis on Preschool Learning

Part of what the failures of our massive efforts over the last three years seem to indicate is the necessity for beginning educational efforts at a far earlier age, particularly in regard to effective literacy. The ability to learn to read and write in so complex a language as standard English appears to depend more than we had realized not only on a rich preschool experience in the use of spoken language, but also on having a

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[3]This conclusion is based on the various reports and evaluations of Title I, ESEA, Headstart, Job Corps, etc., including those of the American Institutes for Research, Palo Alto; the Title I Review of the National Advisory Council on the Education of Disadvantaged Children; and the Westinghouse Learning Corporation's Evaluation of Headstart, among others.

facility for handling verbal symbols generally--an experience and facility by no means acquired in the early years by all children. Recent research affirms the facts that children between the ages of three and five can and must learn certain basic concepts and develop certain skills if they are to have a solid base for the first years of school, and that time lost from learning during this critical period can seldom be fully made up. Success in literacy programs addressed to adults and adolescents already fixed in a subliterate culture has been disappointingly meager. The schools will vastly increase their efforts to work with children of kindergarten and nursery school age; both school and public libraries have a tremendous social and professional stake in responding fully to this development and preparing to do the same. Library programs that emphasize the responsibility and capability of parents to help their own preschool children in the development of preliteracy skills will be especially important.

Financial Squeeze on Libraries

In the past few years libraries have been affected not only by the heavy new responsibilities placed on them, but also by the financial problems encountered generally by all social institutions. In no small part these problems are, ironically, the result of affluence and prosperity in the society as a whole. As the productivity of labor in industry and agriculture has swiftly risen in the postwar years, incomes of industrial and agricultural workers have risen correspondingly. This rise in incomes has been matched across the board, even for workers in

occupations in which an increase in man-hour productivity has not been possible or desirable. We can afford to pay the worker in a shoe factory more as new machinery enables him to make more pairs of shoes per week, or to pay an airline pilot more as enormous and swift jet planes enable him to accomplish 75,000 passenger miles of transportation per hour of flying as contrasted with 5,000 passenger miles per hour in a DC-3. But we do not even wish to achieve a similar quantified increase in man-hour productivity in most aspects of the social services. We want, through smaller classes, to enable the teacher to spend more time with each child rather than less; the doctor to work more closely with each patient; the librarian to pay more careful attention to the special needs of each client. If we achieve these goals, not only will teachers and librarians and doctors be better paid, but more of their time will be spent on each person served. The result of this combination of factors in a period of high prosperity is to produce a rapid and essentially uncontrollable rise in the cost of library services and other similar social services.

Needed Review of Support Formulae

Yet the cost of these services is met principally from local real estate taxes, which do not produce greater income to match the rising costs, and which, especially in the cities, are already overburdened with other rising costs. It is essential that libraries, like their sister service institutions, receive a major and increasing proportion of their support from tax sources whose proceeds will rise as costs rise. This means, in practice, that it should come from state and Federal appropriations based on income tax revenue.

Such central support is not only necessary from a fiscal point of view; it is eminently justifiable in terms of needs and benefits. In our mobile society those who have been well or ill educated in one community are very likely, in moving, to become the resource or the burden of another. Every state benefits from the research resources, the educational excellence, and the high level of information services that results from fine library service in any of the nation's communities.

Library Response to Redefined Responsibilities

Singly then, and in combination, the social factors described have defined the responsibilities of libraries and shaped the future in which they will operate. What, on the whole, has been their response so far? Some of these factors have presented themselves as almost unbearable strains and pressures. They could not be denied, and their effect on libraries' daily operations has been immediate and major: the influx of students seeking material wherever and whenever they could get it; the masses of material for which there is no space; the shrinking tax base in the cities; the falling circulations in some areas because the new immigrant populations don't use libraries much as yet; and the resulting budget cuts because funds are too often tied to such outmoded measures of need and use as circulation. Further, library response has been affected by the shortage of professional personnel and the use of untrained people doing professional jobs, and by the use of traditional library procedures which need reevaluation.

On the whole, library response to the needs of students has been

valiant and often quite effective. Rapid development of school libraries, made possible in part by Federal funds, has released the public libraries to give better service to more adults, devote time to joint community efforts, and support service to other agencies. Many libraries have made an excellent start on setting the stage for more aggressive action and more realistic support, when it comes, by overhauling acquisitions and processing procedures so that as many of them as possible may be done by clerical and technical staffs rather than by professional librarians. Many librarians have begun to take seriously the greatly upgraded nature of their positions, and have learned to devote themselves to supervision, management and training, rather than to operational details. Even without great infusions of money, many improvements have been effected, such as user-oriented open hours, bringing service to where people are, the cutting of red tape and nuisances such as fines and special charges.

Personnel expedients have been widespread and varied, and librarians have found that with careful in-service training and good supervision, college graduates, and for some jobs high school dropouts, could perform a number of functions, provided always that good organization by the administration made such people a help rather than a hindrance in carrying out programs.

A significant number of libraries across the country have, within the past two or three years, launched outreach programs in which most of them are still "feeling their way." Most librarians among the leaders queried on this subject in the 1967 survey felt that response to the primary domestic problem of poverty and equality was their number one

challenge. As one articulate state librarian put it: "We have had no effect on the Negro who is about to riot in the streets; we have never had him as a patron. We haven't, I think, done much either for the middle-class suburbanite who may someday have Negro grandchildren, be part of a tightly organized society controlled by 'experts,' find himself faced with hostility and hatred by the rest of the world ... see his children rebel and abandon the values he has tried to teach them ... is confused and discouraged because nothing seems to be going as it should."

Benefits of Federal and State Support

As to support, many libraries would doubtless have gone under during the past decade had it not been for Federal money and the state and local support it stimulated. The extension of the Library Services Act, first passed in 1956 to benefit rural public libraries, to the Library Services and Construction Act of 1964, which provided money for badly needed new plants and money for urban programs, was the reason that libraries have been able to respond as well as they have to the fantastic pressures imposed upon them. Perhaps more than anything else, the Federal funds have dramatized the importance, to the urban and rural area alike, of a strong, functional, responsive state library unit that provides major backup research resources to all the library units in the state, as well as consultant, extension, and training assistance to local libraries.

A good start has been made also, thanks again to Federal help, on the development of systems of libraries that would provide in depth access

to resources through even the smallest library units. Thus far system development has been almost entirely among single types of libraries: a regional system involving public libraries, or interconnections among a group of college libraries. But this development has been more sluggish than it should have been. Some people, including unfortunately some librarians, some library trustees, and some officials, have failed to look at libraries in a context of social change and the broad new responsibilities we have been discussing, and have concerned themselves with an imagined loss of "control" rather than with the need for full library service for the people in their particular "Brigadoons."

Public Reaction to the Library's New Role

A word should perhaps be said about the reaction to the new role of libraries by local public officials and local taxpayers. Perhaps astonishment about sums it up in many communities, astonishment that library budgets are an item to be reckoned with and that many people, including the new industry installations in town, seem to think that they are important. In many places appropriating officials are caught in the tax squeeze that has been described; but in too many others, libraries, still not understood as socially and economically relevant, do the best they can at the bottom of the priority list. As one librarian puts it: "We ask for what we think we can get; they give us as little as they think they can get away with."

It has been difficult, not to say impossible, for most libraries even to try to respond to the subtler challenges or opportunities; yet the effects of these, depending upon whether librarians ignore or accept them,

may be even more far reaching for the future. Most librarians have yet to seize the initiative to insure some interaction between libraries and social phenomena such as endangered privacy; undeveloped intellectuality; the "executive dropout"; the imposition of values served by the mass media; the change in majority attitudes toward race, and toward change itself, which must prevail if the society is ever to become unified in its diversity; and the need to provide compensatory facilities, opportunities, and services to a huge mass of people who do not want them, while helping others to maintain their skills and to continue their education. In the long run, libraries could perhaps be better known for the way in which they engage these phenomena rather than for how quickly and completely they solve the more obvious problems.

What of the future? "It is the business of the future to be dangerous," according to Alfred North Whitehead, and accurate he certainly appears to be in terms of the next decade.

Appropriate Applications of Technology

The combination of extraordinary service demands and financial limits that current social trends place upon libraries will require the utmost effort by librarians to achieve the most efficient use of available resources. This achievement will be sought in a variety of ways. The optimum use of the new communications technology, especially in cooperation with other libraries, is an obvious necessity. Although, as pointed out above, the new technology is most unlikely in the foreseeable future to supplant the existing types of library collections and services, it can make major contributions to more efficient processing, circulation, and

administrative procedures. This will be especially true when libraries throughout the country are able to make use of machine-readable centralized cataloging by the Library of Congress.

Planned Sharing of Resources

Efficiency will also need to be sought through cooperative networks that will enable the richer holdings of strong central libraries to be available to the users of smaller libraries of the area or region through inter-library loan or similar arrangements, and that will enable research libraries to complement rather than to attempt to duplicate each other's unique strengths. It should be emphasized, however, that it is not efficient but highly inefficient to have to turn to a central source for materials in frequent normal use in a local library. Inclusion in a network should never be an excuse for denying to local or branch libraries collections adequate to meet their normal daily demands.

Manpower: Population Shift Will Help

Especially will the deepening changes in society force libraries to economize in every possible way in the use of professionally trained staff. The oscillation of the birth rate described earlier has resulted in the fact that over the next several years the number of adults in the age bracket from thirty-five to forty-five will be lower than for a generation past, at a time of peak demand. This imbalance is affecting all social services: education, health, welfare, as well as library services. In all services there is a critical, almost desperate, shortage of mature professional personnel. Manpower, even more than money,

sets the ceiling on library services at the present and in the near future. It will be a long time before we can have enough trained professional librarians to meet even our present needs. Hence, the maximum possible flexibility and imagination in the use of subprofessional and clerical personnel and of persons trained for specific professional assignments will be essential.

Over the long run, the oscillating pattern of birth rates will help to alleviate the manpower problem. The children of the postwar baby boom are now beginning to graduate from college, and we can look forward to a much larger cadre from which to draw for professional training. This will avail us little unless the facilities for educating librarians are substantially increased, since the present library schools of the country, even with full enrollment, are entirely incapable of producing the number of librarians needed annually as replacements or additions to our national corps of librarians. In addition to an increase in both number and size, library schools must better fit the character of education for librarianship to the needs of the changing society. Librarians will need to have a firm grasp of information technology, of urban social problems, and of large-scale administration, as well as of the conventional areas of library science.

By 1975, according to projections by the U. S. Office of Education, the supply of teachers will be almost double that of 1960. Much of the influx into the service professions in the health, education, and welfare group, of which librarianship is one, will come from the upwardly mobile lower-class young people, who will find some of their most congenial and useful opportunities in these fields.

All of this bodes well for libraries generally and especially for the development of school library, or school media, programs, for which there will be even greater demand in support of the teaching-learning process. Young teachers, brought up in the use of communications and less certain of the inexhaustability and correctness of their own knowledge than were teachers of an earlier day, will turn more naturally to a wide range of printed and nonprinted media.

The decline in the number of annual births over the past few years, though it is likely to be a temporary phenomenon ending as the wave of postwar children enter parenthood, will give a temporary breathing spell. Over the next few years the number of children enrolled in elementary schools will decline significantly. In fact, the U. S. Office of Education projections estimate that by 1975 elementary school enrollments will be one million less than at present. The missing million will provide empty classrooms for preschool children, and by 1975 about 40 percent of all three- to five-year-olds will be in school. It is, in fact, quite probable that nearly all growth in school enrollment between the present and 1975 will be accounted for by preschoolers.

Relief from the desperate pressures to build more classrooms and expand facilities quantitatively may make it possible to give more money and attention to the quality of educational, including library, services.

The impact of the birth rate decline will not be felt in the high schools until quite late in the decade, and no leveling-off of college enrollment is in sight. It is probable that by the late Seventies more

than ten million students will be enrolled in higher education immediately following high school, and that 30 percent of these will be enrolled in junior colleges and technical schools of various kinds.

Service to a Growing Middle Class

The preoccupation with critical problems of social pathology resulting from poverty, illiteracy, racial discrimination, and the mass flight to the cities, and with the problems of library support to our enormously increased educational effort, should not, finally, blind us to the changing social role of the library in its service to the general public. We must remember that the majority of Americans have never been so prosperous or so well-educated. It is, of course, the widening gulf between the privileged majority, enriched by the overflowing benefits of our technology, and the excluded minority that gives bitter emphasis to the injustice of the latter's plight.

The typical American of the next few years will have been freed from the close constraints of an economy in which his utmost and continuous efforts had to be devoted to production, to earning a living. Much of his time and energy will be devoted to consumption, to enjoyment of the fruits of affluence. He is equipped to consume with more discrimination than ever before. He is better educated, more widely traveled, more sophisticated. He has at his command an almost limitless range of experiences: thousands of paperback books are available; TV puts the news, sports events, political events and increasingly the cultural events of the world into his living room; music from all periods is on records of high quality; films are at every hand and live performances of theater,

opera, ballet, and concerts are more widely available than ever before; all the world is a jet leap away.

Youth Will Shape Change

The young adults coming of age during the Seventies (by the end of the Seventies we will have perhaps 25 million college graduates under thirty-five) will become adults whose life experience will have been completely different from that of all earlier generations. The American tradition was shaped in loneliness: the pioneer in the remote wilderness, a widowed Jefferson alone at Monticello, a Lincoln walking miles for a chance to read a single book, unsung millions growing up on farms and in small towns and villages linked to a distant and romantic outside world only by an occasional book or magazine or weekly newspaper. Character was formed from inner resources.

Today's young have been drenched in communications from birth. They have a lifelong experience with world and national affairs. The role of the Carnegie library in the small town of a generation ago was largely to help those otherwise isolated in a backwater, and hungry for a broader experience, to escape from themselves and transcent their local roots into a larger world. Today its function is in many ways reversed: to offer those bathed in banality an opportunity to escape from the demands of an insistently present outer world and to rediscover themselves.

Most significantly for libraries, as for social institutions of all kinds, these young adults are likely to be "now" people and "why" people: impatient of tradition without reason, of regulations, jurisdictions, and

processes without testing and revision to suit current needs. The slow-to-change methods of state and local governments, organizations, schools, and other agencies will be required to speed up.

It is not easy to define what this may mean for library service to the educated and affluent majority, but certainly the library, to attract the attention of this group, will need to offer service of a quality and range of sophistication and depth rarely now achieved. This group may be as needy as any for the kinds of service and support that the library can uniquely offer.

Continuing self-education for executives, professional men, technicians, and skilled workers will be the order of the day. A growing degree of depersonalization will probably accompany the continued movement toward a technical, science-based economy. "Executive dropout," men escaping from their high-intensity work into second careers in humanistic and arts fields, has already begun and will probably continue to grow as a social phenomenon. These men will need help, help from libraries that are quite different from the business and research resources they have been used to, libraries that can offer cultivation of the spirit, aids to constructive leisure, aids to new volunteer jobs in community service. As one librarian says: "Libraries will need to provide for reflection, meditation, appreciation, and breathing space for the spirit." Protecting and nurturing the right of the individual to find out for himself will remain a prime responsibility of the "people-oriented" as opposed to the "information-oriented" library.

Libraries Must Become Change Agents

Probably the greatest single challenge to libraries, as to all other social institutions, will be the rising expectations of the "have nots" and the recent have nots; other challenges will include the remaking of the cities, the development of a truly multiethnic society, and the bringing of tens of millions of alienated and disorganized people into a tightly organized society that still makes room for dissenters, iconoclasts, and assorted nonorganization types. The library must be prepared to change itself radically, and from the inside out. It can no longer offer the public a "going concern:" the discussion program, the film program, the story hour, at the traditional time and place. We have already learned to live with the fact that there are few takers. Librarians in fact are going to need to want to be prime change-agents, and not to be content merely to follow along in the wake of events. Above all, they will need resilience and a certain tough-mindedness to learn not to feel resentful and disillusioned if their early efforts are ignored or scorned when they encounter ghetto apathy and downright antagonism. "We tried so hard but it didn't do any good," may mean that library objectives in pursuing certain programs are just that: library objectives, rather than those of the hoped-for clients. For instance, perhaps we shall never succeed in getting the majority of people into the library, and we will need to serve them where they are and where they are willing to go. Flexibility of method, materials, staff, location, program, and even of the definition of "success" will be a paramount virtue. It will be no small task.

Team Effort is the Key

One key will be learning to work effectively and really in collaboration with other agencies in a team effort. Librarians must be prepared to go more than halfway, to prove the value of their services over and over again, to overcome the limitations of jurisdictions, interagency nit-picking, political stumbling blocks, and red tape. Libraries will need to look critically at direct service which might be better performed through teamwork with adult education units, day care centers and pre-school programs, welfare centers, industries, and employment centers. Energetic efforts by all types of libraries to work together on special areas of service will be needed.

Polarization of Service Needs

Community planners and the library profession will need to think in terms of perhaps "pulling apart" the single all-purpose public library facility and putting it back together again as perhaps a chain of graduated service facilities. As the gap has widened between black and white, rich and poor, science and the humanities, so have the services needed from libraries tended to polarize at two extremes: reference and research resources in various depths to support the development and dissemination needs of students, scholars, government, and business on the one hand, and on the other, highly accessible people-oriented neighborhood units geared to the use of families and to local aspects of work or leisure.

In the survey of library leaders from all parts of the country done for the National Advisory Commission report, many respondents expressed in different ways the idea that they expected to see in the future these

two very different types of libraries develop, perhaps with both kinds cutting across the present type of library lines: school, academic, public, special. Many expressed the view that although much nonbook material would be increasingly used in all types of libraries, most outlets would remain essentially book-centered. More people will read, they think, for point-of-view rather than for isolated facts. Says one librarian: "Libraries will be multimedia cultural centers ... people will come in for mental and spiritual revitalization more than just to take things out or to get the facts....information center is much too narrow a term for this institution."

Says another library leader of the future: "The library system must become like the highway system: some interstate, some U.S. highways, some state, some local streets and roads. The user must be able to enter any one of these and have access to the resources of all of them."

Running strongly through all the comments was the affirmation that there will be an increasing obligation for libraries to seek users, not wait for them to come; that ideas, and not materials, must be seen as the library's stock in trade.

Library Responsibilities for the Next Decade

In summary, we can perhaps identify several principal and priority responsibilities for libraries in the next decade:

1. To support and sustain formal education from prekindergarten

through graduate school, for which millions of students, widely diversified as to abilities and goals, will require access to a greater range of media than ever before.

2. To play an initiatory role, with other agencies and institutions, in developing in people an orderly acceptance of change and in helping them to adapt to it.
3. To serve as both the motivator and supplier of aspirations for the dispossessed and disorganized.
4. To support the increasingly complex operations of government, of science, and of the business sector of the country.
5. To provide support, with and through other agencies, for continuing self-education and training for people at all levels of work.
6. To accept the individual as an individual and to provide spiritual nourishment, intellectual stimulation, cultural enrichment, and information alternatives to him at the neighborhood or community level.

What Will It Take?

What will it take to make this vision of library response to the Seventies a possibility? For one thing, we need more sophisticated cost/benefit accounting and budgets built on the service community's needs rather than on circulation or other outmoded measures. For another, we need reassessment of whom should perform tasks commonly performed by librarians, and which could be performed by managers, technicians, public relations experts, subject specialists, study helpers

and counselors, or community workers. But most of all, it will take a concerted effort to make all local and state officials, finance boards, and taxpayers aware of the library's intimate relationship to major social phenomena, the social and economic "gut" issues such as jobs, literacy, rational versus emotional decision-making, human hope and dignity. To achieve this, librarians must really believe in their potential for assisting orderly change and must convey it to an ever-widening circle, flowing outward from the profession to library trustees, the boards of education, and the regents or trustees of colleges, and through them to public officials and legislators, business leaders, and the general public.

To quote once more from the final report: "From an institution with rather general educational, cultural, and recreational aims, which functions, however worthily, somewhat on the margins of our central concerns, the library will increasingly become a part of our essential machinery for dealing with these concerns. The greater seriousness, the greater centrality, of the library's role will justify, indeed will require, a much larger public support. But it will also impose a much heavier responsibility upon libraries and the library profession: a responsibility to use the new technology wherever it is useful, to raise and broaden professional standards, to develop broad and imaginative patterns of national cooperation, and to express in daily operations a keen and pervasive sense of the library's enlarged social commitment."

The events of the next decade may indeed sweep libraries into positions of unprecedented importance, or they could be bypassed and

superseded by other agencies and devices that can serve the public need more effectively. "Nothing," said Voltaire, "is more powerful than an idea whose time has come." If librarians truly believe that what libraries have to offer people in the future is vital to their mental and spiritual, as well as their economic and social, well being, and if they can prove this to enough people, they can overcome any obstacle. If we are to survive as a free society, albeit overcrowded, tense, divided, and uncertain, people must be helped to think rationally and to maintain their perspectives. Libraries are better fitted than any other agency we now have to do the job.

The Indiana Library Studies

The Indiana Library Studies represent the first statewide exploration of Indiana libraries of all types and of the library and information needs of Indiana's citizens. A federally funded research project of the Indiana State Library, the Studies are directed by Dr. Peter Hiatt, Consultant to the Indiana State Library and Associate Professor of Indiana University's Graduate Library School. Guidance for the project and advice on the reports have been provided by the Indiana Library Studies Advisory Committee:

Harriet E. Bard and Ralph Van Handel
Indiana Library Association

Anthony Cefali and Ray Fetterly
Indiana Library Trustees Association

Georgia Cole and Estella Reed
Indiana School Librarians Association

John H. Moriarty and Donald E. Thompson
College and University Roundtable of the Indiana Library Association

William H. Richardson and Ralph Simon
Indiana Chapter of the Special Libraries Association

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This report has been submitted to the following:

Indiana Library and Historical Board
Indiana Library Association
Indiana Library Trustees Association
Indiana School Librarians Association
College and University Roundtable of the Indiana Library Association
Special Libraries Association, Indiana Chapter

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